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ABSTRACT

Forms used at Rio Salado Community College (Arizona) to monitor student progress toward English language and civics requirements of the Immigration Reform and Control Act of 1986 are presented. The forms include the following: (1) a checklist of beginning skills in United States government and history and in English reading and writing; (2) a sign-up sheet for the immigrant amnesty program; (3) a checklist of intermediate-level survival skills, reading and writing skills, and U.S. Government/history skills; and (4) outlines for these courses, containing general topic areas and specific competencies to demonstrate beginning, intermediate, and advanced level English-as-a-Second-Language skills, and beginning, intermediate, and advanced knowledge of U.S. Government and history. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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MARICOPA COMMUNITY COLLEGE DISTRICT

PHOENIX, ARIZONA

STATEMENTS OF STUDENT COMPETENCY FOR

ESL/CIVICS CURRICULUM FOR AMNESTY PROGRAM

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RIO SALADO COMMUNITY COLLEGE
AMNESTY PROGRESS FORM

BEGINNING SKILLS

STUDENT: _____ DATE: _____

ADDRESS: _____ TELEPHONE: _____

_____ A-90 _____

INSTRUCTOR: _____ SITE: _____

(Target Skills: ✓ = competent in this skill)

U.S. GOVERNMENT/HISTORY SKILLS:	TARGET SKILLS:
Identify name of our country and state	_____
Identify U.S. flag	_____
Identify the first president of our country	_____
Identify our current president	_____
Repeat the "Pledge of Allegiance"	_____
Identify who discovered America	_____
Identify who owned the "New World" colonies	_____
Identify geographic location of U.S. and Arizona	_____
Identify and define citizenship terms	_____
Identify colonial period/establishing new gov.	_____
Identify the following topics: Declaration of Independence	_____
Identify the following topics: The American Revolution	_____
important U.S. documents	_____
Separation of Powers	_____
Branches of U.S. Government	_____
War of 1812	_____
Civil War/Reconstruction	_____
Industrial Revolution	_____
World War I	_____
Great Depression	_____
World War II	_____
Cold War and the United Nations	_____
Civil Rights and Vietnam	_____
prominent leaders 1960-1988	_____

Alphabetize simple words _____
Follow directions _____
Ask for and give simple directions _____
Express simple greetings, farewells, and commands _____
Give personal information _____
Read a basic road map _____

READING & WRITING SKILLS: TARGET SKILLS:

Identify and use:
- nouns _____
- pronouns _____
- verbs/verb phrases _____
- prepositions _____
- descriptive adjectives _____
- adverbs illustrating frequency, time, means and location _____
- conjunctions "and, or, but" _____

Capitalize proper nouns, and first words in a sentence and pronoun "I" _____
Ending punctuation, and apostrophes in familiar contractions _____

U.S. GOVERNMENT/HISTORY SKILLS: TARGET SKILLS:

Identify name of our country and state _____
Identify U.S. flag _____
Identify the first president of our country _____
Identify our current president _____
Repeat the "Pledge of Allegiance" _____
Identify who discovered America _____
Identify who owned the "New World" colonies _____
Identify geographic location of U.S. and Arizona _____
Identify and define citizenship terms _____
Identify colonial period/establishing new gov. _____
Identify the following topics:
- Declaration of Independence _____

Identify the following topics:

The American Revolution	_____
important U.S. documents	_____
Separation of Powers	_____
Branches of U.S. Government	_____
War of 1812	_____
Civil War/Reconstruction	_____
Industrial Revolution	_____
World War I	_____
Great Depression	_____
World War II	_____
Cold War and the United Nations	_____
Civil Rights and Vietnam	_____
prominent leaders 1960-1988	_____

RIO SALADO COMMUNITY COLLEGE

AMNESTY SIGN-IN SHEET

Class Location_____

Course_____ Days of Class_____

Date_____ Times of Class_____

This is an official sign-in sheet for the Rio Salado Community College Amnesty Program. Your signature on this paper certifies that you were in attendance on the date specified to pursue the course of training as described.

NAME	AMNESTY #	TIME IN	TIME OUT

RIO SALADO COMMUNITY COLLEGE
AMNESTY PROGRESS FORM

INTERMEDIATE SKILLS

STUDENT: _____ DATE: _____

ADDRESS: _____ TELEPHONE: _____

_____ A-90 _____

INSTRUCTOR: _____ SITE: _____

(Target Skills: √ = competent in this skill)

SURVIVAL SKILLS:	TARGET SKILLS:
Identify community services	_____
Use telephone directory correctly	_____
Identify and interpret ingredients on food label	_____
Identify banking terminology	_____
Locate geographical areas on map/globe	_____
Read and complete basic forms/applications	_____
Identify and use numbers greater than 100	_____
Alphabetize words correctly	_____
Use complete sentences to express oneself	_____

READING & WRITING SKILLS:	TARGET SKILLS:
Identify and use:	
eight parts of speech in sentences	_____
pronouns in sentences	_____
verbs in sentences	_____
prepositions to illustrate location/time	_____
comparative/superlative adjectives	_____
adverbs to illustrate frequency, time and location	_____
conjunctions "and, or, but, nor"	_____

Identify:
- parts of a sentence _____
- types of sentences _____

Use capital letters with proper nouns, titles, holidays, historical events _____

Use commas correctly in a series of words or phrases, and compound sentences _____

Use colons correctly in a sentence _____

Identify and use prefixes and suffixes _____

Write a simple sentence _____

U.S. GOVERNMENT/HISTORY SKILLS:	TARGET SKILLS:
Identify name of our country and state	_____
Identify U.S. flag	_____
Identify the first president of our country	_____
Identify our current president	_____
Repeat the "Pledge of Allegiance"	_____
Identify who discovered America	_____
Identify who owned the "New World" colonies	_____
Identify the geographical location of U.S. and Arizona	_____
Identify and define citizenship terms	_____
Identify Colonial Period/establishing new gov.	_____
Identify the following topics:	
Declaration of Independence	_____
The American Revolution	_____
important U.S. documents	_____
Separation of Powers	_____
Branches of U.S. Government	_____
War of 1812	_____
Civil War/Reconstruction	_____
Industrial Revolution	_____
World War I	_____
Great Depression	_____
World War II	_____
Cold War and the United Nations	_____
Civil Rights and Vietnam	_____
prominent leaders 1960-1988	_____

RIO SALADO COMMUNITY COLLEGE
AMNESTY PROGRESS FORM

INTERMEDIATE SKILLS

STUDENT: _____ DATE: _____

ADDRESS: _____ TELEPHONE: _____

_____ A-90 _____

INSTRUCTOR: _____ SITE: _____

(Target Skills: √ = competent in this skill)

SURVIVAL SKILLS:	TARGET SKILLS:
Identify community services	_____
Use telephone directory correctly	_____
Identify and interpret ingredients on food label	_____
Identify banking terminology	_____
Locate geographical areas on map/globe	_____
Read and complete basic forms/applications	_____
Identify and use numbers greater than 100	_____
Alphabetize words correctly	_____
Use complete sentences to express oneself	_____

READING & WRITING SKILLS:	TARGET SKILLS:
Identify and use:	
eight parts of speech in sentences	_____
pronouns in sentences	_____
verbs in sentences	_____
prepositions to illustrate location/time	_____
comparative/superlative adjectives	_____
adverbs to illustrate frequency, time and location	_____
conjunctions "and, or, but, nor"	_____

Identify:
- parts of a sentence _____
- types of sentences _____

Use capital letters with proper nouns, titles, holidays, historical events _____
Use commas correctly in a series of words or phrases, and compound sentences _____
Use colons correctly in a sentence _____
Identify and use prefixes and suffixes _____
Write a simple sentence _____

U.S. GOVERNMENT/HISTORY SKILLS:	TARGET SKILLS:
Identify name of our country and state	_____
Identify U.S. flag	_____
Identify the first president of our country	_____
Identify our current president	_____
Repeat the "Pledge of Allegiance"	_____
Identify who discovered America	_____
Identify who owned the "New World" colonies	_____
Identify the geographical location of U.S. and Arizona	_____
Identify and define citizenship terms	_____
Identify Colonial Period/establishing new gov.	_____
Identify the following topics:	
Declaration of Independence	_____
The American Revolution	_____
important U.S. documents	_____
Separation of Powers	_____
Branches of U.S. Government	_____
War of 1812	_____
Civil War/Reconstruction	_____
Industrial Revolution	_____
World War I	_____
Great Depression	_____
World War II	_____
Cold War and the United Nations	_____
Civil Rights and Vietnam	_____
prominent leaders 1960-1988	_____

OUTLINE FOR INS
ENGLISH AS A SECOND LANGUAGE COURSE

BEGINNING LEVEL

SKILL	ACTIVITY TO DEMONSTRATE COMPETENCE
1. Identify, pronounce and write the letters of the alphabet	1.1 Alphabetize simple words
2. Identify, pronounce and write numbers 1-100	Identify, pronounce, and write 2.1 Time of day 2.2 Days of week 2.3 Months of the year 2.4 U.S. Currency and prices of items 2.5 Address, telephone number, zip code, age, and social security number
3. Identify and use nouns in a sentence: *singular and plural nouns *common and proper nouns *possessive nouns	Identify, pronounce, and write 3.1 Food and Non-Food Products 3.2 Time of day, days of week, and months of the year 3.3 Words describing clothing 3.4 Words describing body parts 3.5 Words describing household items and major appliances 3.6 U.S. Currency and prices of items 3.7 Street Signs, symbols, and means of transportation 3.8 Type of housing & utilities 3.9 Occupations 3.10 Community/emergency resources 3.11 Family members and relationships 3.12 Community facilities, landmark 3.13 Provide personal information
4. Identify and use nouns in a sentence: *singular and plural nouns *possessive pronouns *pronouns as subjects and as objects	4.1 Identify family members and describe family relationships 4.2 Follow directions, ask for and give simple directions 4.3 Express simple greetings, farewells, and commands 4.4 Provide personal information

5. Identify and use verbs and verb phrases in a sentence: *action and non-action verbs *identify verb tenses *contractions and negatives	5.1 to 5.4 Same as above
6. Identify and use prepositions to illustrate time and location	6.1 to 6.4 Same as above
7. Identify and use adjectives in a sentence: *descriptive adjectives *comparative/superlative adjectives	7.1 Identify, pronounce & write colors. Identify: 7.2 means of transportation 7.3 types of housing/utilities 7.4 types of occupations 7.5 community/emergency resources 7.6 street signs and symbols 7.7 family members & relationships 7.8 Ask for and give simple directions
8. Use adverbs to illustrate frequency, time, means and location	Identify, pronounce, and write: 8.1 time of day, days of week, and month of year 8.2 various street signs & symbols 8.3 means of transportation 8.4 types of housing/utilities 8.5 types of occupations 8.6 community/emergency resources
9. Identify conjunctions "and, but, or"	9.1 Identify family members and family relationships 9.2 Follow directions, ask for and give simple directions 9.3 Express simple greetings, farewells, and commands 9.4 Provide personal information
10. Identify parts of a sentence: *subject *verb	10.1 to 10.4 Same as above

English as a Second Language
Beginning Level

11. Use capital letters correctly: *proper nouns *first words in a sentence *pronoun "I"	Identify, pronounce, and write: 11.1 time of day, days of week, and months of the year 11.2 street signs and symbols 11.3 means of transportation 11.4 types of housing/utilities 11.5 types of occupations 11.6 community/emergency resources 11.7 community facilities/ landmarks 11.8 address, telephone number, zip code, age, and social security number 11.9 Provide personal information 11.10 Read a simple road map
12. Use punctuation marks correctly: *ending punctuation *commas to separate city and state *commas to separate date and year *apostrophes in familiar contractions	12.1-12.9 Same as above

OUTLINE FOR INS-APPROVED
U.S. HISTORY/GOVERNMENT COURSE
BEGINNING LEVEL

TOPIC	ACTIVITY
1. Geographic location of the U.S. and Arizona	1.1 Location of U.S., Arizona and student's home country on a map 1.2 U.S. capitals 1.3 Directions (north, south...)
2. Definition of terms	2.1 Citizen, alien, temporary resident, permanent resident, immigration card, passport, document of identity
3. The New World	3.1 Reasons explorers came to the New World 3.2 Identification of explorers from: Spain, France, England, Holland, and Portugal
4. Coming to the U.S.	4.1 Reasons for coming to the U.S.: economic, political, social, and religious
5. The First Permanent Colonies	5.1 Reasons for and location of settlement 5.2 Jamestown (1607) 5.3 Plymouth (1620)
6. The 13 Original Colonies	6.1 Name and location of the colonies
7. Events that lead to the Declaration of Independence and the Revolutionary War	7.1 The French and Indian War 7.2 Self-Government during the war 7.3 Lexington and Concord (1775) 7.4 Boston Tea Party 7.5 Taxation without Representation 7.6 Patrick Henry
8. The Declaration of Independence	8.1 Basic Rights stated therein 8.2 Major Provisions 8.3 Writers and Signers: Jefferson, Jay, Madison, Franklin
9. The American Revolution (1776 through 1783)	9.1 Who, What, When, Where, Why 9.2 Famous Men 9.3 Important Battles

U.S. History/Government
Beginning Level

10. Government During the Revolutionary War	10.1 Continental Congress
11. Revolution to cause changes	11.1 Do revolutions bring changes? 11.2 Changes that took place after the Treaty of Paris 11.3 Revolution vs. Legislative means of causing change
12. The U. S. Under the Articles of Confederation	12.1 Shortcomings of the government 12.2 Authority under the Articles 12.3 Who did/did not favor this government
13. The Constitutional Convention	13.1 Miracle of Philadelphia 13.2 Purpose of Convention 13.3 Leaders of the Convention 13.4 September 16, 1787
14. The Constitution	14.1 Preamble/Format 14.2 Reason for survival/ longevity 14.3 Comparison of governmental authority under the Constitution vs. that under the Articles 14.4 Supreme Law of the Land
15. 3 Major Principles of The Constitution	15.1 Government by the People 15.2 Three Branches of Government 15.3 Bill of Rights
16. The VII Articles: I. Legislative II. Executive III. Judicial IV. States V. Amending Process VI. Supreme Law VII. Ratification	16.1 I-III=Duties and responsibilities of the branches of federal government 16.2 IV=Residual state authority 16.3 V=Process for legislative change without violent revolution
17. The Bill of Rights Amendments 1 through 10	17.1 Guarantee personal freedom 17.2 Enumerate and explain
18. The Legislative Branch	18.1 Article I/Powers

	18.2 Define bicameralism 18.3 Congress 18.4 House and Senate - Numbers, Duties, Qualifications 18.5 AZ Representatives/Senators 18.6 How a Bill Becomes a Law
19. Executive Branch	19.1 Article III/President & Vice-P 19.2 Term of Office-Duties, powers and qualifications 19.3 The Cabinet (role, origin) 19.4 Electoral Process/College
20. Judicial Branch	20.1 Article III/Federal & Supreme Courts and responsibilities 20.2 Chief Justices/Who & terms
21. Checks and Balances	21.1 How it is a safeguard and who checks whom
22. State Government	22.1 Article IV-Powers to states
23. The War of 1812	23.1 Great Britain 23.2 Underlying causes 23.3 When, Where, What, Why, Who 23.4 Significance of <u>The Star Spangled Banner</u> and Francis Scott Key 23.5 Accomplishments of the War
24. Territorial Expansion	24.1 Political Boundaries of the U.S. 24.2 Manifest Destiny 24.3 Westward Movement/Frontier 24.4 Territorial gains:Louisiana Purchase, Florida, Annexation of Texas, Oregon Territory, Gadsden Purchase, Alaska, Hawaii, Philippines, Puerto Rico

U.S. History/Government
Beginning Level

25. The Civil War	25.1 Causes (econ., pol., social....) 25.2 When, Where, What, Who, How 25.3 Abolitionists 25.4 States Rights 25.5 Slave vs. Free State 25.6 Tariffs 25.7 Agricultural/Industrial Interest 25.8 Symbols (flags, n/s) 25.9 Resource of north & south
26. Reconstruction	26.1 Treatment of the South 26.2 Dates 26.3 Black Civil Rights 26.4 Amendments 13, 14, and 15
27. Industrial Revolution	27.1 Growth of American Industries: textiles, oil, railroads, mining, steel 27.2 Inventions: sewing machine, telegraph, telephone 27.3 Effect of Isolationism
28. Turn of the Century U.S.	28.1 The U.S. in 1900 28.2 Per Capita Income 28.3 Rural/Urban 28.4 Industrialized Cities: New York, Chicago, Boston.... 28.5 Immigrant/Native Populations 28.6 Effect of Spanish American War 28.7 Patriotism
29. World War I	29.1 Causes 29.2 Alliances/Treaties 29.3 Allies vs. Central Powers 29.4 U.S. entry (1917) 29.5 Isolation ends 29.6 League of Nations
30. Suffrage	30.1 Women's Vote 30.2 Specific Amendment

U.S. History/Government
Beginning Level

31. Great Depression	31.1 Cause and Effect 31.2 Over-Production or Under-Consumption 31.3 When and what helped U.S. get out
32. World War II	32.1 Causes (Immediate/ Background) 32.2 Axis Powers vs. Allies
33. The Cold War and the United Nations	33.1 What and Who 33.2 Police Action 33.3 Comparison with League of Nations and United Nations
34. Civil Rights and Vietnam	34.1 Rights guaranteed by the Constitution and the Bill of Rights 34.2 Actual Civil Rights of Blacks in the 1960's 34.3 Subsequent Amendments 34.4 Demonstrations
35. Prominent Leaders (1960-1989)	35.1 Outstanding Political Figures: Kennedy, King, Johnson, Nixon, Ford, Carter, Reagan

OUTLINE FOR INS
ENGLISH AS A SECOND LANGUAGE COURSE

INTERMEDIATE LEVEL

SKILL	ACTIVITY TO DEMONSTRATE COMPETENCE
1. Noun and Pronoun forms *count and non-count *partitive *irregular plurals *indefinite (everybody, anybody) *reflexive	1.1 Ordering in a restaurant 1.2 Interpret grocery and clothing ads, use coupons/comparative shop 1.3 Issue invitations 1.4 Understand contracts 1.5 Talk to a doctor (medical history) 1.6 Interview skills
2. Adverbs and Adjectives *quantity expressions *whole/all *else *manner (comparative and superlative/ -16 and well) *regular and irregular comparatives and superlatives *very, too, enough *and, and so, too, neither, either *still, anymore, already, yet *for, since, ago *while, when, during, until	2.1 Family information/geography 2.2 Demography 2.3 Shopping 2.4 Stereotypes 2.5 Food 2.6 Inquiries about job vacancies or educational opportunities 2.7 Means of transportation 2.8 Health and wellness 2.9 Sales ads and coupons 2.10 Weights and measures 2.11 Greetings and small talk 2.12 Comparisons of foods from different countries 2.13 State of being (He's hungry and so am I.) 2.14 Time and time zones 2.15 Complete an employment/educational history
3. Verb tenses: *irregular past tense *had to, wanted to, needed to *perception (feel, taste..) *stative "be" and "get" with meaning of "become" *two word verbs *present perfect and present perfect progressive *modal auxiliaries	3.1 Past leisure/work activities 3.2 Housing (had to find a home) 3.3 Foods 3.4 Describing symptoms to Dr. 3.5 State of being ("I am nervous. vs. "I am getting nervous") 3.6 Telephone etiquette 3.7 Travel/leisure activities 3.8 Health and wellness/nutrition 3.9 Parenting topics/skills

English as a Second Language
Intermediate Level

3. Verb tenses continued *habitual past (used to, would) *past progressive *past perfect and past perfect progressive *passive' *real condition and "if" *troublesome verbs: speak & talk/let & leave see & watch/hear & listen	3.10 Comparing childhood to current 3.11 Native holiday traditions 3.12 Story telling 3.13 Informal conversation 3.14 Work/educational history 3.15 Consumer issues - letters or phone calls of complaint, requesting services 3.16 Geography and culture 3.17 Education and jobs
4. Sentences: clauses, phrases and word order *direct and indirect objects *"would you mind" vs. "do you mind" *would rather *tag questions *supposed to *relative clauses	4.1 Take phone messages 4.2 Follow direction for medication/doctor's orders 4.3 Polite requests (at office, while shopping) 4.4 Comparison of foods 4.5 Stating job preferences 4.6 Discussion of current events 4.7 Traffic signs and signals 4.8 Driver's License exam 4.9 Legal issues/personal rights/ local laws
5. Correlative Conjunctions *neither...nor/either...or/ not only...but also *prepositions	5.1 Nutrition 5.2 Contracts, agreements, warranties 5.3 Taking and giving directions 5.4 Using maps and charts

OUTLINE FOR INS-APPROVED
U.S. HISTORY/GOVERNMENT COURSE

INTERMEDIATE LEVEL

TOPIC	ACTIVITY
1. Geographic location of the U.S. and Arizona	1.1 Location of U.S., Arizona and student's home country on a map 1.2 U.S. capitals 1.3 Directions (north, south...) 1.4 Compare size and square miles of U.S. and student's home country 1.5 Population Comparisons
2. Definition of terms	2.1 Citizen, alien, temporary resident, permanent resident, immigration card, passport, document of identity
3. The New World	3.1 Reasons explorers came to the New World 3.2 Identification of explorers from: Spain, France, England, Holland, and Portugal 3.3 Identify famous explorers and areas they explored
4. Coming to the U.S.	4.1 Reasons for coming to the U.S.: economic, political, social, and religious
5. The First Permanent Colonies	5.1 Reasons for and location of settlement 5.2 Jamestown (1607) 5.3 Plymouth (1620) 5.4 Financing of Colony
6. The 13 Original Colonies	6.1 Name and location of the colonies 6.2 Economic base of the colonies 6.3 Original groups that settled

U. S. History/Government
Intermediate Level

7. Events that lead to the Declaration of Independence and the Revolutionary War	7.1 The French and Indian War 7.2 Self-Government during the war 7.3 Lexington and Concord (1775) 7.4 Boston Tea Party 7.5 Taxation without Representation 7.6 Patrick Henry
8. The Declaration of Independence	8.1 Basic Rights stated therein 8.2 Major Provisions 8.3 Writers and Signers: Jefferson, Jay, Madison, Franklin 8.4 Specific grievances addressed
9. The American Revolution (1776 through 1783)	9.1 Who, What, When, Where, Why 9.2 Famous Men 9.3 Important Battles
10. Government During the Revolutionary War	10.1 Continental Congress 10.2 Famous leaders
11. Revolution to cause changes	11.1 Do revolutions bring changes? 11.2 Changes that took place after the Treaty of Paris 11.3 Revolution vs. Legislative means of causing change
12. The U. S. Under the Articles of Confederation	12.1 Shortcomings of the government 12.2 Authority under the Articles 12.3 Who did/did not favor this government 12.4 States Rights vs. Central Government 12.5 Strong Central Government vs. Weak 12.6 Small States vs. Large
13. The Constitutional Convention	13.1 Miracle of Philadelphia 13.2 Purpose of Convention 13.3 Leaders of the Convention 13.4 September 16, 1787 13.5 Compromises

U. S. History/Government
Intermediate Level

14. The Constitution	14.1 Preamble/Format 14.2 Reason for survival/ longevity 14.3 Comparison of governmental authority under the Constitution vs. that under the Articles 14.4 Supreme Law of the Land
15. 3 Major Principles of The Constitution	15.1 Government by the People 15.2 Three Branches of Government 15.3 Bill of Rights
16. The VII Articles: I. Legislative II. Executive III. Judicial IV. States V. Amending Process VI. Supreme Law VII. Ratification	16.1 I-III=Duties and responsibilities of the branches of federal government 16.2 IV=Residual state authority 16.3 V=Process for legislative change without violent revolution
17. The Bill of Rights Amendments 1 through 10	17.1 Guarantee personal freedom 17.2 Enumerate and explain
18. The Legislative Branch	18.1 Article I/Powers 18.2 Define bicameralism 18.3 Congress 18.4 House and Senate - Numbers, Duties, Qualifications 18.5 AZ Representatives/Senators 18.6 How a Bill Becomes a Law
19. Executive Branch	19.1 Article III/President & Vice-P 19.2 Term of Office-Duties, powers and qualifications 19.3 The Cabinet (role, origin) 19.4 Electoral Process/College 19.5 Washington's Term (precedent) 19.6 FDR (broke precedent)
20. Judicial Branch	20.1 Article III/Federal & Supreme Courts and responsibilities 20.2 Chief Justices/Who & terms
21. Checks and Balances	21.1 How it is a safeguard and who checks whom

U. S. History/Government
Intermediate Level

22. State Government	22.1 Article IV-Powers to states
23. The War of 1812	23.1 Great Britain 23.2 Underlying causes 23.3 When, Where, What, Why, Who 23.4 Significance of The Star Spangled Banner and Francis Scott Key 23.5 Accomplishments of the War 23.6 Impressment of sailors 23.7 Citizenship - lost/gained 23.8 Old Ironsides 23.9 Navel victories/heroes 23.10 Territorial gains
24. Territorial Expansion	24.1 Political Boundaries of the U.S. 24.2 Manifest Destiny 24.3 Westward Movement/Frontier 24.4 Territorial gains:Louisiana Purchase, Florida, Annexation of Texas, Oregon Territory, Gadsden Purchase, Alaska, Hawaii, Philippines, Puerto Rico 24.5 Areas gained from where/how
25. The Civil War	25.1 Causes (econ., pol., social....) 25.2 When, Where, What, Who, How 25.3 Abolitionists 25.4 States Rights 25.5 Slave vs. Free State 25.6 Tariffs 25.7 Agricultural/Industrial Interest 25.8 Symbols (flags, n/s) 25.9 Resource of north & south 25.10 National Capitals 25.11 N/S Political/Military Leaders 25.12 Presidents

U. S. History/Government
Intermediate Level

26. Reconstruction	26.1 Treatment of the South 26.2 Dates 26.3 Black Civil Rights 26.4 Amendments 13, 14, and 15 26.5 Carpetbaggers 26.6 Gone with the Wind
27. Industrial Revolution	27.1 Growth of American Industries: textiles, oil, railroads, mining, steel 27.2 Inventions: sewing machine, telegraph, telephone 27.3 Effect of Isolationism 27.4 Famous men: Carnegie, Rockefeller, Mellon, Vanderbuilt, Astor
28. Turn of the Century U.S.	28.1 The U.S. in 1900 28.2 Per Capita Income 28.3 Rural/Urban 28.4 Industrialized Cities: New York, Chicago, Boston.... 28.5 Immigrant/Native Populations 28.6 Effect of Spanish American War 28.7 Patriotism 28.8 Statue of Liberty 28.9 100th Anniversary
29. World War I	29.1 Causes 29.2 Alliances/Treaties 29.3 Allies vs. Central Powers 29.4 U.S. entry (1917) 29.5 Isolation ends 29.6 League of Nations 29.7 Treaty of Versailles 29.8 Wilson's 14 Points 29.9 U.S. didn't join League-why
30. Suffrage	30.1 Women's Vote 30.2 Specific Amendment 30.3 Famous Suffragettes

U. S. History/Government
Intermediate Level

31. Great Depression	31.1 Cause and Effect 31.2 Over-Production or Under-Consumption 31.3 When and what helped U.S. get out 31.4 Black Friday 31.5 CCC/WPA
32. World War II	32.1 Causes (Immediate/ Background) 32.2 Axis Powers vs. Allies 32.3 People: Roosevelt, Truman, Churchill, Chamberlain, Hitler, Mussolini, Franco, Stalin, Tojo, Hirohito
33. The Cold War and the United Nations	33.1 What and Who 33.2 Police Action 33.3 Comparison with League of Nations and United Nations
34. Civil Rights and Vietnam	34.1 Rights guaranteed by the Constitution and the Bill of Rights 34.2 Actual Civil Rights of Blacks in the 1960's 34.3 Subsequent Amendments 34.4 Demonstrations 34.5 Plessy vs. Ferguson 34.6 Separate but Equal 34.7 Brown vs. Board of Education 34.8 Separate but Equal=Unequal
35. Prominent Leaders (1960-1989)	35.1 Outstanding Political Figures: Kennedy, King, Johnson, Nixon, Ford, Carter, Reagan

OUTLINE FOR INS
ENGLISH AS A SECOND LANGUAGE COURSE

ADVANCED LEVEL

SKILL	ACTIVITY TO DEMONSTRATE COMPETENCE
1. Passive (available services)	1.1 Identify community services
2. Embedded questions *Prepositions *Place and direction	2.1 Giving/following directions
3. Conditionals/Subordinators	3.1 Getting information about services and locations
4. Modals *present and past *present and past perfect	4.1 Explaining circumstances in seeking legal services
5. Verbs followed by gerunds and infinitives	5.1 Expressing preferences and interests
6. Adjectives and preposition combinations followed by gerunds	6.1 Expressing preferences and interests
7. Modals *perfect participials	7.1 Using the phone
8. Present Perfect and the expletive "it"	8.1 Making introductions 8.2 Greetings
9. So...that/such...that	9.1 Writing notes and messages
10. Conjunctive Adverbs	10.1 Writing notes and messages
11. The article "the" *specific and general	11.1 Talking about preferences for food, shopping, & eating out
12. Partitive nouns (a loaf of bread, dozen eggs, pound of butter)	12.1 Weights and measures 12.2 Container sizes
13. Superlatives	13.1 Finding restaurants
14. Adjective order	14.1 Describing food and following recipes
15. Reported Speech/modals	15.1 Looking for a job
16. Completing applications *past perfect	16.1 Job applications 16.2 Interview techniques
17. Writing a resume	17.1 Life experiences/format

English as a Second Language
Advanced Level

18. "Have to" and "get"	18.1 Asking about duties, hours, salary, and benefits
19. The subjunctive	19.1 Job evaluation/performance appraisal
20. Present perfect	20.1 Describe symptoms and physical problems
21. Vocabulary development *parts of the body *symptomatic vocabulary *labels	21.1 Describe symptoms and physical problems 21.2 Runny nose, rash, chills, 21.3 Dosages/warnings
22. Present perfect progressive and the expletive "it"	22.1 Answering medical questions
23. "If" present real condition	23.1 Reading labels on medications

OUTLINE FOR INS-APPROVED
U.S. HISTORY/GOVERNMENT COURSE

ADVANCED LEVEL

TOPIC	ACTIVITY
1. Geographic location of the U.S. and Arizona	1.1 Location of U.S., Arizona and student's home country on a map 1.2 U.S. capitals 1.3 Directions (north, south..) 1.4 Compare size and square miles of U.S. and student's home country 1.5 Population Comparisons
2. Definition of terms	2.1 Citizen, alien, temporary resident, permanent resident, immigration card, passport, document of identity
3. The New World	3.1 Reasons explorers came to the New World 3.2 Identification of explorers from: Spain, France, England, Holland, and Portugal 3.3 Identify famous explorers and areas they explored 3.4 Explain soc., econ., pol. climate that induced exploration & colonization 3.5 Reconquest of Spain from Moors: Prince Henry the Navigator, The Crusades, Trade w/the Orient
4. Coming to the U.S.	4.1 Reasons for coming to the U.S.: economic, political, social, and religious
5. The First Permanent Colonies	5.1 Reasons for and location of settlement 5.2 Jamestown (1607) 5.3 Plymouth (1620) 5.4 Financing of Colony 5.5 Mayflower Compact 5.6 House of Burgesses

U. S. History/Government
Advanced Level

6. The 13 Original Colonies	6.1 Name and location of the colonies 6.2 Economic base of the colonies 6.3 Original groups that settled 6.4 Forms of govt. in the colony 6.5 Triangular Trade & Mercantilism
7. Events that lead to the Declaration of Independence and the Revolutionary War	7.1 The French and Indian War 7.2 Self-Government during the war 7.3 Lexington and Concord (1775) 7.4 Boston Tea Party 7.5 Taxation without Representation 7.6 Patrick Henry 7.7 Intolerable Acts 7.8 Lord Grenville 7.9 Embargo Act
8. The Declaration of Independence	8.1 Basic Rights stated therein 8.2 Major Provisions 8.3 Writers and Signers: Jefferson, Jay, Madison, Franklin 8.4 Specific grievances addressed
9. The American Revolution (1776 through 1783)	9.1 Who, What, When, Where, Why 9.2 Famous Men 9.3 Important Battles 9.4 European Help 9.5 Americans/Europeans (Layfayette, Von Stuben, Koskiosko) 9.6 Committees of Correspondence
10. Government During the Revolutionary War	10.1 Continental Congress 10.2 Famous leaders 10.3 "Not Worth a Continental"

U. S. History/Government
Advanced Level

11. Revolution to cause changes	11.1 Do revolutions bring changes? 11.2 Changes that took place after the Treaty of Paris 11.3 Revolution vs. Legislative means of causing change
12. The U. S. Under the Articles of Confederation	12.1 Shortcomings of the government 12.2 Authority under the Articles 12.3 Who did/did not favor this government 12.4 States Rights vs. Central Government 12.5 Strong Central Government vs. Weak 12.6 Small States vs. Large 17.7 Inflexibility
13. The Constitutional Convention	13.1 Miracle of Philadelphia 13.2 Purpose of Convention 13.3 Leaders of the Convention 13.4 September 16, 1787 13.5 Compromises 13.6 Economic Interest represented
14. The Constitution under	14.1 Preamble/Format 14.2 Reason for survival/ longevity 14.3 Comparison of governmental authority under the Constitution vs. that under the Articles 14.4 Supreme Law of the Land
15. 3 Major Principles of The Constitution	15.1 Government by the People 15.2 Three Branches of Government 15.3 Bill of Rights 15.4 Change and growth through interpretation

U. S. History/Government
Advanced Level

16. The VII Articles: I. Legislative II. Executive III. Judicial IV. States V. Amending Process VI. Supreme Law VII. Ratification	16.1 I-III=Duties and responsibilities of the branches of federal government 16.2 IV=Residual state authority 16.3 V=Process for legislative change without violent revolution
17. The Bill of Rights Amendments 1 through 10	17.1 Guarantee personal freedom 17.2 Enumerate and explain
18. The Legislative Branch	18.1 Article I/Powers 18.2 Define bicameralism 18.3 Congress 18.4 House and Senate - Numbers, Duties, Qualifications 18.5 AZ Representatives/ Senators 18.6 How a Bill Becomes a Law
19. Executive Branch	19.1 Article III/President & Vice-P 19.2 Term of Office-Duties, powers and qualifications 19.3 The Cabinet (role, origin) 19.4 Electoral Process/College 19.5 Washington's Term (precedent) 19.6 FDR (broke precedent)
20. Judicial Branch	20.1 Article III/Federal & Supreme Courts and responsibilities 20.2 Chief Justices/Who & terms 20.3 Judicial Review
21. Checks and Balances	21.1 How it is a safeguard and who checks whom
22. State Government	22.1 Article IV-Powers to states

U. S. History/Government
Advanced Level

23. The War of 1812	23.1 Great Britain 23.2 Underlying causes 23.3 When, Where, What, Why, Who 23.4 Significance of The Star Spangled Banner and Francis Scott Key 23.5 Accomplishments of the War 23.6 Impressment of sailors 23.7 Citizenship - lost/gained 23.8 Old Ironsides 23.9 Navel victories/heroes 23.10 Territorial gains
24. Territorial Expansion	24.1 Political Boundaries of the U.S. 24.2 Manifest Destiny 24.3 Westward Movement/Frontier 24.4 Territorial gains: Louisiana Purchase, Florida, Annexation of Texas, Oregon Territory, Gadsden Purchase, Alaska, Hawaii, Philippines, Puerto Rico 24.5 Areas gained from where/how
25. The Civil War	25.1 Causes (econ., pol., social....) 25.2 When, Where, What, Who, How 25.3 Abolitionists 25.4 States Rights 25.5 Slave vs. Free State 25.6 Tariffs 25.7 Agricultural/Industrial Interest 25.8 Symbols (flags, n/s) 25.9 Resource of north & south 25.10 National Capitals 25.11 N/S Political/Military Leaders 25.12 Presidents 25.13 Anti-bellum South 25.14 Aristocracy 25.15 Missouri Compromise 25.16 Bleeding Kansas 25.17 John Brown 25.18 Blue/Gray

U. S. History/Government
Advanced Level

26. Reconstruction	26.1 Treatment of the South 26.2 Dates 26.3 Black Civil Rights 26.4 Amendments 13, 14, and 15 26.5 Carpetbaggers 26.6 Gone with the Wind
27. Industrial Revolution	27.1 Growth of American Industries: textiles, oil, railroads, mining, steel 27.2 Inventions: sewing machine, telegraph, telephone 27.3 Effect of Isolationism 27.4 Famous men: Carnegie, Rockefeller, Mellon, Vanderbuilt, Astor
28. Turn of the Century U.S.	28.1 The U.S. in 1900 28.2 Per Capita Income 28.3 Rural/Urban 28.4 Industrialized Cities: New York, Chicago, Boston.... 28.5 Immigrant/Native Populations 28.6 Effect of Spanish American War 28.7 Patriotism 28.8 Statue of Liberty 28.9 100th Anniversary
29. World War I	29.1 Causes 29.2 Alliances/Treaties 29.3 Allies vs. Central Powers 29.4 U.S. entry (1917) 29.5 Isolation ends 29.6 League of Nations 29.7 Treaty of Versailles 29.8 Wilson's 14 Points 29.9 U.S. didn't join League-why
30. Suffrage	30.1 Women's Vote 30.2 Specific Amendment 30.3 Famous Suffragettes

U. S. History/Government
Advanced Level

31. Great Depression	31.1 Cause and Effect 31.2 Over-Production or Under-Consumption 31.3 When and what helped U.S. get out 31.4 Black Friday, CCC/WPA 31.5 Wall Street/Buying on Margin 31.6 Roaring 20's
32. World War II	32.1 Causes (Immediate/ Background) 32.2 Axis Powers vs. Allies 32.3 People: Roosevelt, Truman, Churchill, Chamberlain, Hitler, Mussolini, Franco, Stalin, Tojo, Hirohito 32.4 Atomic Bomb 32.5 Hiroshima/Nagasaki
33. The Cold War and the United Nations	33.1 What and Who 33.2 Police Action 33.3 Comparison with League of Nations and United Nations
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